

# Dunchurch Infant School

## Inspection report

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<b>Unique Reference Number</b>	125763
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	359939
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amelia Tankard
<b>Headteacher</b>	Maureen Mrowicki
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	School Street Rugby CV22 6PA
<b>Telephone number</b>	01788 810292
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by seven teachers, held meetings with pupils, staff, parents and carers and members of the governing body. They observed the school's work, and looked at policies, documents, plans and minutes of meetings. They scrutinised 103 questionnaire responses from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Children's starting points in the Early Years Foundation Stage, to provide a clear picture of their achievement.
- Whether the school's recent track record and improvements made since the last inspection support its view that the capacity for sustained improvement is outstanding.

## Information about the school

This is a smaller-than-average infant school. It has a below-average proportion of pupils eligible for free school meals. There are fewer pupils with special educational needs and/or disabilities than is typically found nationally. Most pupils are White British, with few from minority ethnic groups. There is a Nursery on the site managed by the school's governing body and before- and after-school care.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Dunchurch Infant School provides a good education for its pupils. Many begin their time at this school in the Nursery classes, but not all of them. Most children who arrive in Reception stay on into Years 1 and 2 and when they do, they make good progress from their starting points, leaving at the end of Year 2 with above-average levels of attainment. Those with special educational needs and/or disabilities make good and sometimes better progress than their peers.

Pupils feel safe and are generally happy at school, soon settling into the calm and harmonious life that is the norm at Dunchurch. They care for one another and good behaviour is expected and consistently seen around school and in lessons. Pupils make good contributions to their community, through volunteering for school council, helping in assembly or singing for others. They develop their basic skills well in reading, writing and mathematics. However, girls are not as confident in speaking up in class or assembly, or in mathematics, and boys fall behind girls in writing. Sometimes, those who are more able are not fully stretched, spending too long working in mixed ability pupil groups. Pupils attend well and are making good strides in their preparation for their future education.

Teachers plan and generally deliver lively and well-paced lessons through the developing creative curriculum. There is scope for pupils to explore their imagination and the world in which they live. The school has good assessment information, but this is not always effectively used to challenge all pupils. Pupils are not always given opportunities to assess their own work during lessons. Pupils usually have an equal opportunity to learn but, occasionally, where boys are not as engaged with their work as much as they might be they do not achieve as well as girls. Pupils are well cared for, particularly those who have special educational needs and/or disabilities. The school's rapid diagnosis and arrangements for extra care where it is needed often make a genuine difference for these pupils and their families. There are outstandingly effective links with outside partners that help ensure this good level of care.

The school's leaders and managers, supported by the governing body, promote good teaching and learning across the school, including in the Early Years Foundation Stage. They have overseen much valuable curriculum development, but this has not always ensured boys are fully engaged by some of the material chosen to support their reading and writing. Pupils do not always have enough opportunity to use information and communication technology (ICT) in lessons, and this slows their development of workplace skills. However, the school is working on improving this aspect of its activities and senior leaders' efforts with the staff have maintained the good progress shown by pupils over many years. Consequently, the school has good capacity for sustained improvement.

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Children in the Early Years Foundation Stage have plenty of opportunities to play and explore, inside classrooms and outside. There are lots of toys and equipment; lessons are interesting and challenge children's young minds to grow and develop well.

## **What does the school need to do to improve further?**

- Develop the creative curriculum further through:
  - ensuring all books and materials used in lessons appeal equally to both boys and girls
  - provide more regular opportunities for pupils to use ICT across the curriculum.
- Improve the use of assessment by:
  - ensuring teachers give pupils opportunities to assess their own work
  - planning and delivering more rigorously activities that fully stretch pupils who are more able.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enter Year 1 with average levels of attainment. Most pupils have come through Reception and so quickly settle into the main school, happily adopting the regular routine of the day. By the end of Year 2, the attainment in most subjects has been above average for the previous two years. Achievement is good for all pupils from all ethnic backgrounds, although, in writing, boys are not as successful as girls, and in mathematics the reverse applies. The school is currently promoting girls' self-confidence in speaking up and celebrating their successes. There are regular opportunities for girls to contribute to assemblies and performances which they actively take up.

Pupils make progress in lessons because most are interesting and well paced. The broad curriculum ensures pupils' understanding of the world includes a good grasp of its history and geography. This understanding is applied across topics and pupils' work shows how much they care about neatness and presentation. Pupils successfully apply their well-developed basic skills of literacy and numeracy in a range of activities and show strong personal development in working cooperatively in pairs and small teams.

Pupils behave consistently well and this fosters a climate of warmth, security and respect in which they both learn from one another and help each other to progress. They feel safe in a calm, well-ordered environment that enables them to concentrate on their learning. They understand what it takes to stay safe in their everyday lives. Pupils adopt healthy lifestyles in choosing the balanced school meals that they enjoy and the extensive programme of exercise available, both during school and through after-school activities, such as football club.

There is an ethos of pupils volunteering, both in school and in the local community. For example, pupils sing for local elderly people and contribute to church services. They demonstrate good awareness of the multiplicity of customs and traditions in our country and around the world. Their cultural understanding is well developed through opportunities in music, such as the choir, and by the appreciation of visual arts, evident in the study of well-known contemporary artists and a variety of artistic techniques and

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methods on display. Pupils' good behaviour and warm relationships are a fine testament to their good moral and social development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Most lessons are well planned and many focus on topics and themes, pursued across the classes in each year group. Sometimes the books and materials used to stimulate writing are not as appealing to the boys and their progress then slows. Where learning is best, pupils are interested, trying hard to produce very high-quality work. Pupils enjoy working across subjects, such as where a famous painting, seen on a school visit to an art gallery, provided the stimulus for both art, as well as writing. Staff have started to develop a curriculum that helps pupils place their learning into real-life contexts and this helps them to understand how to apply their basic skills. Pupils, including the youngest, use ICT regularly, but not always within subjects; this means they are not developing skills for the future as well as they could.

Teaching assistants regularly provide very good support for pupils with special educational needs and/or disabilities but they are not always used effectively, for example, to help more able pupils stretch themselves further. Teachers mark and assess pupils' work thoroughly, often promoting a dialogue between them and their parents and carers. Teachers do not always encourage pupils to regularly assess their own work during

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lessons. Pupils are sure of their targets and of their next steps and they speak confidently of how well they want to do in their education.

The school provides a welcoming learning environment that ensures the good development and well-being of all. Pupils report that they feel safe and well cared for. Transition arrangements include home visits for the youngest children as they prepare for school and helpful trips to the receiving junior school for older pupils. Close liaison with parents and carers is maintained through regular pupil progress and curriculum meetings, newsletters and the informative school website. The requirements of pupils with special educational needs and/or disabilities are carefully diagnosed, drawing on appropriate outside agencies. Extra help for pupils includes a varying approach by teachers in lessons and additional consistent and supportive interventions. The school has a good record of helping pupils overcome significant barriers to their education.

Attendance is well promoted through first-day calls, letters, and assemblies where it is included among other areas for celebration. Catch-up work for pupils absent due to illness is thoroughly organised and includes learning materials sent home and reintegration work managed by dedicated teaching assistants. The popular breakfast club benefits from effective supervision and a proactive approach from staff in leading and stimulating play and language development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher ensures her vision and ambition for the school are communicated and understood by all staff. Leaders embed ambition throughout the school, with staff contributing to all aspects of its activities. Teaching is well monitored and leaders have a clear understanding of its strengths and areas for improvement. The governing body is a visible presence around school and is highly supportive. It does not yet always analyse achievement information fully, however, and this limits opportunities to challenge the school. The governing body ensures safeguarding procedures are fully in place and that all policies are robustly and regularly monitored and evaluated. It ensures the site is safe and that all staff are thoroughly vetted and receive the appropriate training in safeguarding.

There are close relationships with parents and carers with most saying how happy they are with the school. Parents and carers know they can come and discuss any issues with staff and are encouraged to contribute through regular discussion forums. The very close relationships with both educational and support partners ensures that any child with particular educational needs receives very high-quality support. This enables pupils who might find it difficult to progress well in school. to do so.

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Pupils have an equal opportunity to explore and learn, develop their skills and apply them in their work. Those who are more able generally achieve well but are occasionally held up in group work, through over-long taught sessions, having to help others with part of an activity, or ensuring teams function properly.

The school engenders a close community for its pupils, who respond through a warmth of generosity, sharing and getting along together. Pupils are enthusiastic about their school council, making links with local schools and sports organisations. They do not yet have close enough ties with those from further afield or outside this country.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Nursery with most struggling to reach expected levels. They make good progress to reach average attainment on entry to Year 1 and this is gradually improving. Most children, including those with special educational needs and/or disabilities, make good progress towards their early learning goals, including developing good personal qualities. Given their starting points, this represents good achievement.

Children quickly learn to play and work independently, because the range and variety of activities is well planned and uses a number of stimulating materials, which absorb the children. In Reception, children show good language development and make a useful early start on linking sounds to letters. They also demonstrate a good grasp of number and counting.

Each child keeps a 'learning journey' and these books enable staff to keep a close check on children's development. Detailed, regular, individual observations and records help check the needs of those who may face difficulties. The analysis of data and planning has helped to establish a coherent curriculum and improved progress, especially in boys'

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writing, which was formerly a concern. Well-trained and qualified staff plan and deliver interesting sessions that blend opportunities for teacher-led and child-initiated indoor and outdoor activities. However, some teaching over-dominates the start of activities, when children are ready to move on, and does not take sufficient account of their ideas.

The Early Years Foundation Stage is well led and staff share a common sense of purpose. Adults ensure good progress and that the environment is safe and secure. Links with parents and carers are well managed, with regular meetings for them to learn about the curriculum and to see and comment on their children's work.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The high number of responses to questionnaires was overwhelmingly positive. Most parents and carers are happy that their children are making good progress, are safe and enjoy school. A very small minority expressed concern that the school does not take enough account of their views and that their children are not making sufficient progress. The inspection found that there are regular opportunities for parents and carers to become involved with the school through discussion and that pupils' progress is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dunchurch Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	77	22	21	0	0	1	1
The school keeps my child safe	75	73	27	26	1	1	0	0
My school informs me about my child's progress	60	58	41	40	2	2	0	0
My child is making enough progress at this school	70	68	29	28	3	3	0	0
The teaching is good at this school	75	73	25	24	0	0	0	0
The school helps me to support my child's learning	64	62	39	38	0	0	0	0
The school helps my child to have a healthy lifestyle	66	64	35	34	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	58	34	33	0	0	0	0
The school meets my child's particular needs	64	62	36	35	2	2	0	0
The school deals effectively with unacceptable behaviour	47	46	48	47	2	2	1	1
The school takes account of my suggestions and concerns	50	49	45	44	3	3	0	0
The school is led and managed effectively	68	66	30	29	2	2	0	0
Overall, I am happy with my child's experience at this school	76	74	24	23	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 November 2010

Dear Pupils

**Inspection of Dunchurch Infant School, Rugby, CV22 6PA**

Thank you for making us feel so welcome when we recently visited your school. We really enjoyed meeting and talking to you and found that you are clearly enthusiastic about your school.

We find that your school provides you with a good education. You behave well, get on with your work in lessons, and help and care for each other. We enjoyed hearing you singing so enthusiastically in assembly as well.

There are a few things we have asked the school to do so you can get on even better.

Develop your lessons further through:

- making sure that all books and pictures used in your lessons appeal equally to both boys and girls
- provide more chances for you to use ICT in all your subjects.

Improve the way you are assessed by:

- making sure teachers give you more chances to assess your own work and to use their assessments to help fully stretch those of you who are more able.

You can help by continuing to work hard and always ask for more to do when you have finished your work.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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